

Grade 3

Informative/Explanatory Writing – Writing an Informational Book

Instructional Unit Resource for the
*South Carolina College- and Career-Ready Standards for
English Language Arts*

South Carolina Department of Education
Office of Standards and Learning
August 2016



Grade 3: Informative/Explanatory Writing: Writing an Informational Book

Unit Rationale/Overview:

This unit focuses on informational writing with an emphasis on creating an informational book. Its purpose is to prepare students examine and convey complex ideas while reading informational texts in varied formats, such as books, news articles, reports, instructions, and web pages.

Throughout this unit, third grade students will be immersed in nonfiction texts that demonstrate the qualities of informational/explanatory writing. They will have opportunities to engage in writing activities that allow them to demonstrate, collaborate, and write independently. While attending to a specific task, purpose, and audience, they will write an informational book.

The teacher's modeling of writing strategies, using his/her own stories, as well as thinking aloud about the writing, is crucial to successful instruction in drafting, demonstrating craft, and revision. The teacher will serve as the expert writer who both models and writes with children as she or he instructs them in the writing process.

Through collaboration, analysis of literary texts, and writing, students will learn skills that will help them develop the world class skills listed in the Profile of the South Carolina Graduate.

<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>

Estimated time frame: two to three weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators

Writing

3.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 3.W.2.1 Write informative/explanatory text that:
- introduce a topic and group related information together;
 - use information from multiple print and multimedia sources;
 - include illustrations to aid comprehension;
 - develop the topic with facts, definitions, and details;

- e. develop and strengthen writing as needed by planning, revising, and editing, building on personal ideas and the ideas of others;
- f. use paraphrasing and original language to avoid plagiarism;
- g. use transition words and phrases to move smoothly from one idea to another;
- h. provide a concluding statement or section.

Reading – Informational Text

3.RI.7 Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

3.RI.7.1 Compare and contrast diverse texts on the same topic, idea, or concept.

3.RI.8 Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

3.RI.8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.

Embedded Standards/Indicators

Inquiry-Based Literacy

3.I.2 Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

3.I.2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.

3.I.3 Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.I.3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.

3.I.3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.

3.I.4 Synthesize information to share learning and/or take action.

3.I.4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process

Communication

3.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

3.C.1.5 Explain personal ideas, and build on the ideas of others by responding and relating to comments made in

- multiple exchanges.
- 3.C.2 Articulate ideas, claims, and perspectives in a logical sequence, using information, findings, and credible evidence from sources.**
- 3.C.2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.
- 3.C.3 Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**
- 3.C.3.1 Compare how ideas and topics are depicted in a variety of media and formats.
- 3.C.3.2 Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.

Clarifying Notes and/or “I Can” Statements

Clarifying Notes:

The lesson format is that of gradual release. In the Gradual Release Model, a teacher models for students as a whole group, has them practice in a small group, and then work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to *think through* the process while demonstrating it. The guided practice (we do) might include the teacher and students’ working together, students’ working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the “I can” statement (and standard). Naturally, this format is not required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on their knowledge of students.

Refer to Gradual Release Model at <http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>

The strategies listed within this unit can be taught within Writer’s Workshop. When Writer’s Workshop is integrated with reading, students interpret meaning in a more authentic way. The components of Writer’s Workshop are read aloud/mentor texts, mini-lessons, independent writing, conferring, guided writing, and sharing/publishing.

Teaching Elementary Students to be Effective Writers provides evidence –based recommendations for addressing writing for instructional practices. Those recommendations include the following:

1. Provide daily time for students to write.
2. Teach students the writing process.
3. Teach students to write for a variety of purposes.
4. Teach students to become proficient in handwriting, spelling, sentence construction, typing, and word processing.
5. Create an engaged community of writers. (Institute of Education Sciences, 2012)

For more information: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

The Fundamentals of Writing (K-12)

The Fundamentals of Writing provides the classroom structure for a writing community, using a workshop approach. Students learn the recursive process of writing, act as collaborators with their teacher and peers in the writing workshop, produce clear and coherent writing, and incorporate author's craft techniques in their work. *The Fundamentals of Writing* is designed for students in K-12; therefore, these are on-going expectations for English Language Arts classrooms. You may find *The Fundamentals of Writing* in the SCCR Standards document.

<http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/ELA%20Standards/Fundamentals%202015%20Process.pdf>

"I Can" Statements

"I Can" statements are learning targets of what students need to know and accomplish as related to the standards/indicators.

- I can write an informative/explanatory text that introduces a topic and groups related information together. (3.W.2.1j)
- I can use information from multiple print and multimedia sources to develop the topic with facts, definitions, and details. (3.W.2.1k, 3.W.2.1m)
- I can paraphrase and use original language to avoid plagiarism. (3.W.2.1o)
- I can use transitional words and phrases to connect ideas within categories of information. (3.W.2.1p)
- I can provide a concluding statement or section. (3.W.2.1r)
- I can plan, revise, and edit my writing independently and with a partner. (3.W.2.1n)
- I can read to compare and contrast diverse texts on the same topic, idea, or concept (3.RI.7.1)
- I can explain how the author uses words and phrases to inform, explain, describe. (3.RI.8.1)
- I can identify the appendix and use it to locate information and gain meaning from text. (3.RI.8.2)

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver instruction would be during the modeling process.

These terms are new to the third grade standards. It is important to note that other important terms were taught in second grade, but you may need to revisit those terms. Effective instruction includes the use of formative assessment data to determine students' vocabulary needs.

source
topic
subtopic
detail

paraphrasing

plagiarism

nonfiction text features- appendix, timelines, maps, charts (see Prior Knowledge section in unit to view previously taught text features)

Transition words and phrases:

First Reason Starters: first of all, most important, to begin with, to start with

Second and Third Reason Starters: also, another reason, equally important, furthermore, in a like manner, in addition, in fact, last of all, likewise, moreover, of greatest importance, undoubtedly

Summary/Conclusion Starters: all in all, although there may be more reasons, in conclusion, in summary, on the whole, to conclude, to summarize

Essential Questions

These are **suggested** essential questions to help guide student inquiry.

- How can we use reading and writing to learn?
- How can we write to inform others?
- How do readers think about similarities and differences in and across texts?

Prior Knowledge

Students should be able to:

- plan, revise, and edit their writing with a partner. (2.W.2.2)
- compare and contrast topics across texts from the same author or from the same genre. (2.RI.7.1)
- use an index, headings, bullets, and captions to find information. (2.RI.8.2)
- explain how these features improve the understanding of informational text. (2.RI.8.2)
- use the following text features: front cover, title page, illustrations/photographs, fonts, glossary, table of contents, index, bullets, and captions

Subsequent Knowledge

In fourth grade, students are expected to:

- use information from multiple print and multimedia sources to develop the topic with facts, definitions, and details. (4.W.2.1b, 4.W.2.1e)
- use paraphrasing, quotations, and original language to avoid plagiarism. (4.W.2.1g)
- use transition words and phrases to link ideas within categories of information. (4.W.2.1h)
- develop an authentic style and tone. (4.W.2.1j)

- explain a topic using precise domain specific vocabulary. (4.W.2.1i)
- include formatting, illustrations, and multimedia to aid comprehension. (4.W.2.1d)
- provide a concluding statement or section. (4.W.2.1k)
- plan, revise, and edit their writing, building on personal ideas and ideas of others (4.W.2.1f)
- compare and contrast events, topics, concepts, and ideas in primary and secondary sources. (4.RI.7.1)
- use text features in multiple texts to describe relationships and gain meaning within the text (4-RI.8.2)

Potential Instructional Strategies

Note:

All lessons will build toward students' writing an informational book.

Students should be immersed in reading informational texts prior to being expected to write an informational book. Two strategy lessons are provided to give students opportunities to be immersed in reading informational texts. These lessons are marked with an asterisk.*

Collect an assortment of informational books to have in the classroom to serve as mentor texts.

Instructional Strategy: Surveying Diverse Nonfiction Text

Learning Target: I can identify characteristics of nonfiction from diverse sources, such as brochures, articles, menus, directions, magazines, newspapers, videos, websites and reviews. (3.RI.7.1 & 3.RI.8.1)

Note:

Preparation: Gather a number of diverse nonfiction texts, such as brochures, articles, menus, directions, magazines, newspapers, videos, websites, and reviews.

For the Guided Practice section of the lesson, students will need at least three informational books per group.

Model (I do):

- The teacher will identify some of the basic characteristics of nonfiction text through modeling. Define nonfiction as providing information that explains, informs, or describes. Create a three column anchor chart with the title and headings labeled as follows: explains, informs, or describes. Discuss each example text type and record in the correct category.
- Point out examples of nonfiction text that are all around the students: books, classroom schedule, lunch menu, school map, classroom newsletter, etc.

Guided Practice (We do):

- Have students work in groups to identify some of the basic characteristics of nonfiction texts. Provide at least three books to each group, and conduct a “book pass.” After determining the type of non-fiction each book is, the books are then “passed” to the next group. Give time for students to peruse the books, viewing illustrations, maps, captions, and any other features.
- Bring the students together and pose the following questions:
 - *What books about real people, places, and events have you read?*
 - *Do you enjoy reading nonfiction? Why or why not?*
 - *When you read nonfiction, do you look at the illustrations, maps, and read the captions?*
 - *What websites do you visit*
 - *Have you ever had to read directions for a board game or ingredients in a cookbook?* (Harvey and Goudvis, 2007)

Independent Practice (You do):

- Have students create a list in their Writer’s Notebooks of the types of non-fiction they enjoy reading. Make sure the students use a three column chart to list characteristics, such as description, information, explanation. Check the list for understanding.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed
- Bring the students together in a large group to share their lists.

***Instructional Strategy:** Reading with a Sense of “Wow”

Learning Target: I can explain how the author uses words and phrases to inform, explain, describe. (3.RI.8.1)

Note:

This lesson provides students with opportunities to be immersed in nonfiction prior to writing their informational book.

Preparation: Choose a piece of informational text to use as the mentor text for the lesson.

Model (I do):

- Model how readers should approach a piece of informational text with curiosity and interest. Read new information, described and explained by the author; pause and let the information sink in. React and respond with “Wow, I never knew...” This strategy models the concept of reading to learn new information and/or confirm known information. (Serravallo, 2015)

Guided Practice (We do):

- Divide students into pairs. Provide each pair with at least two informational books. As students read new information, they are to react and respond to their partner with, “Wow, I never knew...” Have students use sticky notes to mark their Wow responses.
- After reading, have partners share the “Wow” information. Discuss the importance of reading and expecting to learn new information.

Independent Practice (You do):

- Observe students as they work on their own to choose a piece of informational text and place sticky notes on their “wow” information.
- Conduct independent writing conferences; document the results of the conference, and provide scaffolding, as needed.
- Bring the students together in a large group to share what they learned.

***Instructional Strategy:** Cover Up Then Zoom In

Learning Target: I can use text features to enhance my understanding of the text. (3.RI.8.2)

Note:

This lesson provides students with opportunities to be immersed in nonfiction prior to writing their informational book.

Preparation: Choose a mentor text with an abundance of text features, including the following: a table of contents, illustrations, timeline, map, chart, and appendices.

Model (I do):

- Use sticky notes to cover up various text features (charts, maps, timelines, photographs, captions, etc.) on the page.
- Read and think aloud, “*What is this piece of text teaching me so far?*” Then, uncover the image and zoom in on it, asking, “*What new information am I getting from this text feature?*” or “*What parts of what I just read also show up in the text feature?*” “*Can I add more facts to my retelling by looking at the text features?*”

Guided Practice (We do):

- Place students in groups and have them work together to choose and read an informational text with various types of text features. Have students take turns asking and responding to the question: “*What is this piece of text teaching me so far?*” Then, uncover the image and zoom in on it, asking, “*What new information am I getting from this text feature?*” or “*What parts of what I just read also show up in the text feature?*” (Serravallo, 2015)

Independent Practice (You do):

- Observe students as they select and read informational texts. Notice if they ask themselves the following question: “*What is this piece of text teaching me so far?*” Then ask, “*What new information am I getting from this text feature?*” or “*What parts of what I just read also show up in the text feature?*”
- Conduct independent writing conferences; document the results of the conference, and provide scaffolding, as needed.
- Bring the students together in a large group to share what they learned.

Instructional Strategy- Introduce and develop a topic

Learning Target- I can introduce and develop a topic in my Informational Book. (3.W.2.1a and i)

Note:

Preparation- Select an interesting and appealing mentor text for the day’s lesson. Suggested titles are in the Resource section,

Model (I do):

- Read aloud a section of an interesting informational text. Explain how the author had to be knowledgeable about the topic in order to write about it.
- Create an anchor chart with the heading “I know a lot about these topics.” Under the heading, the teacher will list items.
- Explain to the students that one of these items could be the topic for the informational book they will write together, or they could select a topic based on what they have learned from the informational texts they recently read.

- While thinking aloud, select one topic from the list and TELL students what you know about that topic.
- Demonstrate the skill by writing a paragraph on that topic.

Guided Practice (We do):

- Allow students to work with a partner. Using their Writer's Notebooks, have students create a list of topics that speak to their life experiences.
- Have each student select one topic and talk about it as knowledgeably as possible. If any student realizes he or she is uninformed on the topic, that student should select another topic and begin again.

Independent Practice (You do):

- Students will select their topics of choice and to write about in their Writer's Notebooks. The teacher will encourage students to write as much as possible based upon what they actually know.
- The teacher will conduct independent writing conferences, he teacher document the results of the conferences, and provide scaffolding, as needed.
- The teacher will bring the students together in a large group to share their topics.

Instructional Strategy: Paraphrasing

Learning Target: I can paraphrase to avoid plagiarism (3.W.2.1-i)

Note:

Preparation: Create an Anchor Chart with the Rules of Paraphrasing

Make copies or have readily available an informational text paragraph for students to paraphrase.

Model (I do)

- Explain that a writer paraphrases by taking the original information and rewriting it in his own words.
- Introduce the concept of paraphrasing by having students TALK through the process before gathering facts and information.

- Place students with a partner. Call one of them Student A and the other Student B.
- Ask questions such as “What did you do yesterday after school?” Have Student A answer the question; then have Student B paraphrase the answer.
- Explain the rules of paraphrasing, and list them on a chart.
 - *Reword-replace words and phrases with other words such as synonyms*
 - *Rearrange- rearrange words to make new sentences*
 - *Realize- realize that some words and phrases cannot be changed, such as names, dates, and titles*
 - *Recheck-recheck to make sure that your paraphrase retains the same information as the original.*

Guided Practice (We do)

- Provide students with a paragraph and have them paraphrase the information.
- Have students discuss how they paraphrased.

Independent Practice (You do)

- Have students begin collecting and reading their selected topic resources for their informational book. Have them use sticky notes or their Writer’s Notebook to paraphrase information and keep it to use in a future lesson.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring students together in a large group to share their writing.

Instructional Strategy: Provide a categories/subtopics planning sheet

Learning Target- I can develop the topic with facts, definitions, and details in the Informational Book. (3.W.2.1.d)

Note:

Preparation: Students should have their planning sheets readily available.

Model (I do):

- Review the purpose of the planning sheet, and explain categories and subtopics.
- Using the topic list created in a previous lesson, model how to write about one of the categories or subtopics.
- Using a thinking aloud approach; add information to two or three squares on the planning sheet.
- Brainstorm with students the importance of adding the other information included on the planning sheet.

Guided Practice (We do):

- With partners, have students fold their papers and write category/subtopic within each square.
- Have students turn and talk with their partners as they think about their categories of information.
- Have students share subtopics with the entire class.

Independent Practice (You do):

- Students will write their categories of information (subtopics) on their planning sheet. They should write as much as possible based upon their knowledge of the topic.
- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding, as needed.
- The teacher will bring the students together in a large group to share their topics.

Dogs

Dogs

Category/Subtopic:

**Growing Up as a
Puppy**

Facts, Definitions,
Examples, Quotations:

Category/Subtopic:

Growing Up as a Puppy

Facts, Definitions,
Examples, Quotations:

**Puppies sleep about 14
hours a day.**

**A puppy is any dog
under the age of one.**

Instructional Strategy: Provide the facts and details on a planning sheet.

Learning Target- I can develop the topic with facts, definitions, and details in the Informational Book. (3.W.2.1.d)

Note:

Preparation: Use your own planning sheet and topic list to explain how to gather facts, details, and examples.

Model (I do):

- Explain that the next step in creating the information book is to tell more about the subtopics with facts and examples.
- Model writing facts and details by subtopics. *Since my category is about being a puppy, I can add: Puppies sleep about 14 hours a day and puppies grow while they are sleeping. I can look in my informational books to add more facts about this category of “Growing Up as a Puppy.”*

Guided Practice (We do):

- Put students in pairs, and have them share a fact or an example based on their subtopic with each other.

- Have students share subtopics and examples with the entire class.

Independent Practice (You do):

- Students will write their facts on their planning sheet. They should write as much as possible based upon their knowledge of the topic.
- The teacher will conduct independent writing conferences, document the results of the Conference, and provide scaffolding, as needed.
- The teacher will bring the students together in a large group to share their facts.

Instructional Strategy: Three Column Notes

Learning Target: I can compare and contrast diverse texts on the same topic, idea, or concept. (3.RI.7.1)

Note:

Preparation: Collect two diverse texts, such as a book, video, brochure, article, review, interview, speaker, website, or set of directions, on a particular topic.

Model (I do):

- Create a three column chart. Columns should be labeled as follows: different-same-different. (This chart is similar to a Venn diagram, but in column form).
- Model the following steps before students work independently:
 - *Model for students how to read or view both pieces of text.*
 - *Model comparing and contrasting the two texts by taking notes and displaying them on the chart.*
 - *Model sharing and thinking aloud about notes with the class, possibly extending the activity by putting information into paragraph form. (Harvey & Goudvis, 2007)*

Guided Practice (We do):

- Have students work with a partner to read and compare information about their topics from two difference sources. Encourage students to talk to one another about their findings and write their information on three column notes.

Independent Practice (You do):

- Students will take notes from their sources and put the facts, details, or definitions into their planning sheets. The teacher will encourage students to write as much as possible based upon their knowledge of the topic.
- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding, as needed.
- The teacher will bring the students together in a large group to share their topics.

Instructional Strategy: Use an appendix, timeline, maps, and charts to locate information and gain meaning

Learning Target: I can use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text. (3.RI.8.2)

Note:

Preparation: Collect and have available informational texts with the following text features: appendix, timeline, map, and chart.

Other text features (glossary, table of contents, photographs, captions) may need to be reviewed.

Teach each of the text features individually, and create a separate anchor chart for each text feature.

Model (I do):

- Introduce the text feature and show examples to students.
- Discuss the purpose of the feature with the class and record their answers on a chart.

Guided Practice (We do):

- Have students write the feature's name and purpose in their Writer's Notebooks. Then have them peruse nonfiction books to find another example of the feature and record it in their notebooks.
- Have students share their examples.
- Remind students that they will have to include these text features within their informational book. Requirements: Title page, table of contents, appendix, glossary, 1 timeline or map, and 1 chart.

Independent Practice (You do):

- Students will create their timeline, map, chart, and appendix for their informational book.
- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding, as needed.
- The teacher will bring the students together in a large group to share their topics.

Instructional Strategy: Use transitional words

Learning Target- I can use transitional words and phrases to connect ideas within categories of information. (3W.2.g)

Note:

See Academic Vocabulary section for examples of transitional words.

Preparation: Provide two passages with transitional words.

Model (I do)

- Explain to students how authors use words and phrases to help to move smoothly from one idea to another.
- Read a mentor passage and LEAVE OUT the transitional words. Discuss the meaning of the passage.
- Show students chart of transitional words.
- Ask the students how deleting these words and phrases hinders the meaning. Go back to the text; add the transitional words and phrases, and read it again. Discuss the difference in clarity that is achieved by adding transitional words.

Guided Practice (We do)

- In groups of two, have students add transitional words and phrases to Passage #2.
- Discuss how transitional words improve the reader's understanding of the text.

Independent (You do)

- Have students add transitional words and phrases to their information book.
- Conduct writing mini-conferences with students to assess their ability to use transitional words.
- Document the results of the conferences to assess their ability to use transitional words. Provide scaffolding, as needed, through guided writing or additional mini-lessons of this skill.

Instructional Strategy: Writing a Strong Conclusion**Learning Target- I can provide a conclusion statement or section. (3.W.2.1r)****Note:**

Preparation: Create an anchor chart of “Techniques for Closure”

Provide two different student samples of an informational/explanatory piece

Model (I do):

- Explain to students that a conclusion provides an opportunity for the writer to remind the reader about what is important about the topic. Share with students a set of closure techniques that could be used in their own writing to create a strong conclusion. Write these on an anchor chart so that students can use them while writing.
 - Closure Techniques:
 - *Summary: Summarize the content, presenting the information through a new angle rather than through repetition.*
 - *Reaction of feeling: Tell how you feel about the content.*
 - *Image: Include a visual image related to the overall message.*
 - *Quotation: Present an interesting quotation related to what you have written.*
 - *Encouragement to reflect: End with a statement that encourages readers to keep thinking about the topic.*
 - *Encouragement to act: End with a statement that encourages taking action.*
 - *Question: End with a question that encourages readers to keep thinking about the topic. (Owocki, 2013)*
- Model using one of the above mentioned techniques within the sample paper. Discuss how the chosen technique is based on the writer’s personal preference.

Guided Practice (We do):

- Have students use another student's argument, and try out two or three closure techniques.
- Discuss how effective closure techniques strengthen the conclusion of the text.

Independent Practice (You do):

- The students will write independently, revising their writing to add strong conclusions.
- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding, as needed.
- The teacher will bring students together in a large group to share their writing.

Instructional Strategy: Student Writing Checklist (Calkins, 2013)

Learning Target: I can create informative/explanatory writing that is clear, coherent, developed, organized and appropriate to a given task and audience. (5.W.2.1)

Model (I do):

- Display the student writing checklist on an anchor chart.
 - I made a plan for my writing piece.
 - I introduced my topic.
 - I grouped related information together.
 - I gathered information from multiple sources.
 - I developed my topic with facts, definitions, and details.
 - I used paraphrasing to avoid plagiarism.
 - I included text features (illustrations, maps, charts, timelines, etc.) to aid in comprehension.
 - I used transitional words and phrases to connect ideas.
 - I improved my writing by revising and editing.
 - I asked others to peer edit and revise.
 - I used a style and tone that were appropriate for my purpose.
 - I wrote a concluding statement or section.
- Introduce students to each item, and show them an example of the criteria in actual student writing. This process should take several days - do not introduce all of the criteria at one time.

Guided Practice (We do):

- In small groups or in pairs, have students use a sample writing piece to identify where they demonstrated the criteria on the checklist.

Independent Practice (You do):

- As students write independently, they should refer to the student writing checklist and look for evidence of the techniques in their own writing.
- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding, as needed
- The teacher will bring the students together in a large group to share what they learned.

Potential Assessment Tasks**Culminating Assessment:** Students create an Informational Book

Student work will be assessed using the [Grade 3 Informational/Explanatory Rubric](#) found in the Appendix.

Informational book includes the following:

- Title Page
- Table of Contents page
- Appendix
- Glossary
- 1 of the following: timeline or map
- 1 chart
- Minimum of 3-5 facts and details on topic
- Minimum of 2 illustrations and no more than 3 illustrations.
- Minimum of 2 transitional words and no more than 3 transitional words.
- 1 concluding statement or section

Formative/Summative Assessments

Ideally, teachers will check frequently to assess how well third graders are able to compare and contrast texts and to use text features to improve their own reading and writing skills. Teachers should create an assessment management system to maintain a written record of each student's proficiency in these skills and indicators. A qualitative rubric with descriptors such as "meets expectations," "making progress toward expectations," and "needs additional support" should be constructed with colleagues so that expectations are consistent from classroom to classroom.

(3.RI.7.1) Compare and contrast diverse texts on the same topic, idea, or concept.

- Read two pieces of diverse text about a single topic, idea, or concept. Describe how the two pieces are alike (compare) and how they are different (Contrast).
- What is the first text about? What are the key details?
- What is the second text about? What are the key details?
- What is the difference between them? (contrast)
- How are the two pieces alike? (compare)
- Show me evidence in the text on how the ideas or concepts in the two texts are the same and how they are different
- Share the differences and similarities in your reading with your partner.
- Complete a three-column, showing the similarities and differences between the two texts.

(3.W.2) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.

On-Demand Informational Writing.

- Score with a common rubric such as those found in *Units of Study* by Lucy Calkins or use the [Grade 3 Informational/Explanatory Writing Rubric](#) found within the Appendix of this instructional unit.
- Utilize the suggested text and topic OR create your own, utilizing the example as a model.
- Paired passages to compare and contrast across texts and levels can be found at www.readworks.org.
- See sample paired passages at www.pbslearningmedia.com titled *Compare and Contrast Information from Multiple Sources – Wolong’s Pandas*. See resources for direct link.

South Carolina READY Scoring Guidelines for Text-Dependent Analysis (Grades 3-8)

Teachers may use the rubric that will be used to score student writing on SC READY. This rubric can be used to show students the strengths and weaknesses of their writing. Teachers may also use it as an instructional tool throughout the writing workshop. As students become familiar with the writing characteristics found in the rubric, they can use the rubric to strengthen their own writing. Teachers may also modify the rubric to correlate more accurately with what has been taught during this unit and what they are holding students accountable for from previous writing instruction.

http://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC_READY_TDA_Scoring_Guidelines_With_Nonscore_Codes.pdf

Resources

Informational Book template with layout options (example is a Grade 2 Informational book)

<http://www.myprimaryparadise.com/2014/04/13/2nd-grade-informational-writing-books-lucy-calkins/>

PBS Learning Media. Compare and Contrast Information from Multiple Sources - Wolong's Pandas. Retrieved from

<http://www.pbslearningmedia.org/resource/vtl07.la.rv.text.lpsources/compare-and-contrast-information-from-multiple-sources-wolongs-pandas/>

Finding Facts in What You Read

<http://www.readwritethink.org/files/resources/interactives/factfrenzy/opening.html>

Brainpop: Paraphrasing

www.brainpop.com/english/writing/paraphrasing/preview.weml

Brainpop: Plagiarism

www.brainpop.com/english/writing/plagiarism/preview.weml

Mentor Text Lists:

http://www.booksource.com/files/Lucy_UnitofStudy.pdf

<http://writingfix.com/index.htm>

Mentor Texts for Informational Writing

- *Just a Second: A Different Way to Look at Time* by Steve Jenkins
- *Bones* by Steve Jenkins
- *Maritcha: A Nineteenth-Century American Girl* by Tonya Bolden
- *Poop: A Natural History of the Unmentionable* by Nicola Davies
- *When Fish Got Feet, Sharks Got Teeth, and Bugs Began to Swim: A Cartoon Prehistory of Life Long Before Dinosaurs* by Hannah Bonner
- *After the Last Dog Died: The True-Life, Hair-raising Adventure of Douglas Mawson and his 1911-1914 Antarctic Expedition* by Carmen Bredesen

**INFORMATIONAL/EXPLANATORY TEXT-BASED WRITING RUBRIC
GRADE 3**

SCORE	4 Exceeds	3 Meets	2 Develops	1 Begins
Focus/Information	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt Demonstrates a strong understanding of topic/text(s) 	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt Demonstrates a strong understanding of topic/text(s) 	<ul style="list-style-type: none"> Responds to most parts of the prompt Demonstrates limited understanding of topic/text(s) 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Demonstrates little to no understanding of topic/text(s)
Organization	<ul style="list-style-type: none"> Organizes ideas and information into logical, coherent paragraphs that are clear to the reader Skillfully groups and structures related information in paragraphs and sections Uses linking words and phrases strategically to connect ideas within categories of information 	<ul style="list-style-type: none"> Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence Groups related information together Uses effective linking words and phrases to connect ideas 	<ul style="list-style-type: none"> Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) Attempts to use some simplistic linking words to connect ideas 	<ul style="list-style-type: none"> Organizes with no evidence of paragraph structure Does not group related information together Uses no linking words
Support/Evidence	<ul style="list-style-type: none"> Skillfully uses relevant and substantial text support from the resources with accuracy Uses credible and varied sources Develops the topic with facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> Uses relevant and sufficient text support from the resources with accuracy Uses credible sources Develops the topic with facts, definitions, and details 	<ul style="list-style-type: none"> Uses mostly relevant text support but may lack sufficient evidence and/or accurate use Uses mostly credible sources Develops the topic with limited facts, definitions, or details 	<ul style="list-style-type: none"> Does not use relevant or sufficient text support from the resources with accuracy Uses few to no credible sources Uses few to no facts, definitions, or details
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structures Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance readability Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> Uses correct and varied sentence structures Demonstrates grade level appropriate conventions; errors are minor and does not interfere with readability Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> Uses some correct sentence structures Demonstrates some grade level appropriate conventions, but errors may interfere with readability Utilizes vague or basic word choice 	<ul style="list-style-type: none"> Uses little to no correct sentence structure Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the readability Utilizes incorrect and/or simplistic word choice

Grade 3: Informational/Explanatory Writing
Writing an Informational Book
References

- Calkins, L. (2013). *Units of Study in Opinion, Information and Narrative Writing, Kindergarten*. Portsmouth, NH: Heinemann.
- Dutro, S. (2008). . Retrieved from
<http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>
- Harvey, S. and Goudis (2007). *Strategies that Work: Teaching Comprehension for Understanding and Engagement*. Portland, Me: Stenhouse.
- Institute of Education Sciences. (2012). *Teaching Elementary School Students to Be Effective Writers*. Retrieved from
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf
- Levy, E. (2007). *Gradual Release of Responsibility: I do, We do, You do*.
- Owocki, G. (2013). *The Common Core Writing Book: Lessons for a Range of Tasks, Purposes, and Audiences K-5*. Portsmouth, NH: Heinemann.
- Owocki, G. (2013). *The Common Core Writing Book: Lessons for a Range of Tasks, Purposes, and Audiences*. Portsmouth, NH: Heinemann.
- Serravallo (2015). *Reading Strategies Book: Your Everything Guided to Developing Skilled Readers*. Portsmouth, NH: Heinemann.
- South Carolina Department of Education. (2015). *Profile of the South Carolina Graduate*. Retrieved from <http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>
- South Carolina Department of Education. (2015). *South Carolina College-and-Career-Ready Standards for English Language Arts*. Retrieved from
<http://ed.sc.gov/scdoe/assets/file/programsservices/59/documents/ELA2015SCCCRStandards.pdf>